

The development of a training model for the formation of positive attitudes in teachers towards the inclusion of learners with special educational needs into the educational environment

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Abstract

© 2018, South African Journal Of Education. All rights reserved. The relevance of the problem presented in the article is based on the implementation of the rights of learners with special educational needs for obtaining an education. They must have architectural and methodological access to education, and also benevolent, tolerant, non-judgmental attitudes towards them on the part of teachers. This phenomenon determines the formation of learner's necessary competencies, as well as the success of their socialisation and adaptation. The purpose of the article is to examine the attitude of teachers towards the inclusion of learners with special educational needs into the educational environment and to subsequently develop a training model for the formation of teachers' positive attitudes towards the idea of inclusion. The leading method of research into this research question and aim is a survey presented to teachers in order to identify their attitudes towards the inclusion of learners with special educational needs into the educational environment. The results showed that teachers' attitudes towards learner's inclusion into the educational environment is determined, above all, by the level of teachers' personal and professional commitment, as well as by the constraints of a learner's performance. The authors suggest a training model for the formation of a positive teacher attitude to the inclusion of learners with special needs in educational environment. The model is a training project comprising methods that could be implemented to develop positive teacher attitudes to the idea of including learners with special needs into an educational environment. The findings of the research and the model developed on the basis of the findings of this research project may be useful for teachers, inclusive education practitioners and for training institutions preparing student teachers for inclusive environments.

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Keywords

Inclusive education, Learners with special educational needs, Model for the formation of a positive attitude, Teachers' attitudes

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